

Midwest Middle School Action Planning Process

Team Vision (summary or key elements)	Current Reality (summary or key elements)
<p><i>(part of a team vision or post bulleted points to focus on)</i> <i>The vision for a transformed school is one in which students are engaged in authentic and relevant work using the appropriate tools that enable them to accomplish tasks. It's an environment where they are free to create, discuss and learn. Students are utilizing technology tools to access and analyze information, contact experts, collaborate in spite of physical boundaries, create presentations to inform real audiences and solve real-world problems in a variety of venues.</i></p> <ul style="list-style-type: none"> <i>Students are engaged in cross-curriculum project based learning using technology in a seamless way to support authentic tasks like data collection or research</i> <i>Teachers work together collaboratively</i> 	<p>Data based on TNA, SNA, 21st century survey student achievement data, team discussions:</p> <ul style="list-style-type: none"> -lack of authentic work for students -Achievement—student writing skills across curriculum -teachers use technology to replicate not transform instruction -TPACK analysis results CK strong, TK and PK need support, TPACK weakest area -many students use web 2.0 for personal communication tasks -students do not use technology in school on a regular basis -student do use technology for personal communication, gaming, social networking, downloading music, sharing information -lack of project-based, constructivist learning activities in school -teachers use technology "given" to them versus "selected" by them to solve learning problems or transform learning -many of the useful Web 2.0 technologies are blocked in our school -administrators do not model or promote technology use
<p>Big Idea Goals These are overarching goals that will guide your entire grant process—guided by 21st century standards, Ohio Content and NETS Technology Standards</p>	<ol style="list-style-type: none"> 1. Midwest Middle School ARRA Grant teachers will be involved in F2F and online communities to support development of communication and collaboration around 21st century skills, TPACK, improved instructional strategies, and use of technology to support learning. 2. Midwest Middle School students and teachers will collaborate to develop and engage in cross-curricular technologically sound, authentic, project-based learning focused on problem solving and critical thinking.
	<p><i>Choose 1 of your Big Idea Goals</i></p> <p><i>Midwest Middle School students and teachers will collaborate to develop and engage in cross-curricular technologically sound, authentic, project-based learning focused on problem solving and critical thinking.</i></p>

<p>Barriers based on current reality data in areas of</p> <ol style="list-style-type: none"> 1. Academic 2. 21st Century Skills 3. Professional Development 	<p><i>Discuss the barriers and note here</i></p> <p>Lack of authentic work</p> <p>ACADEMIC: Student writing across the curriculum, projects do not necessarily focus on problem solving, projects need to be cross-curricular</p> <p>PROFESSIONAL DEVELOPMENT: Teachers need more information developing project based learning—teachers lack time together to plan these projects</p> <p>21ST CENTURY SKILLS: Technology not used for authentic tasks</p> <p>Students need to use technology for transformative learning tasks</p> <p>Need appropriate technology and access to online technologies</p>
<p>Performance Indicators (Smart Goals)</p> <p>Write the performance indicators to help meet the main goal</p>	<p>Based on the 1 Big Idea Goal</p> <p><i>Midwest Middle School students and teachers will collaborate to develop and engage in cross-curricular, technologically sound, authentic, project-based learning focused on problem solving and critical thinking.</i></p> <ol style="list-style-type: none"> 1. <i>By September 2010, grant teachers will be involved in a professional learning community (PLC) to discuss data, identify potential topics, and learn how to incorporate the 21st century skills of problem solving and critical thinking into their teaching as evidenced by team meetings and reflections on progress.</i> 2. <i>By November 2010, the grant teachers will collaborate to plan for at least one cross-curricular, project-based learning unit that supports critical thinking and problem solving, which they will share publicly and discuss in team meetings.</i> 3. <i>By January 2011, a student group identified for the grant will demonstrate problem-solving ability and critical thinking by engaging in project-based learning as evidenced by the satisfactory completion of at least one project-based learning unit.</i>

Blue areas are ideas focused on students, problem-solving and critical thinking.

Green areas are ideas focused on teachers collaborating.

Red areas are focused on the authentic, cross-curricular project-based learning.

Purple areas are highlighted to help focus on possible areas of technology support.

As the process continues below, these colors will help track these ideas and concepts so you can see how they play out in the performance indicators and into the action plan.

Performance Indicator 1	
<p>By September 2010, grant teachers will be involved in a professional learning community (PLC) to discuss data, identify potential topics, and learn how to incorporate the 21st century skills of problem solving and critical thinking into their teaching as evidenced by team meetings and reflections on progress.</p>	
Barriers to Performance Indicator 1	Ideas to Implement Performance Indicator 1
<ul style="list-style-type: none"> • We don't have time for PLCs • We don't have methods for data collection • We don't know how to measure for progress with problem solving or critical thinking • We do not have multi-disciplinary themes developed in our curriculum 	<ul style="list-style-type: none"> • We can move around the schedule a bit to create a PLC time each week • Can we collaborate online using social networking to save time and be more efficient? • Need PD for data collection • What technology would help with data collection for PLC work? • Need PD on 21st century skills measurement/maybe need PD on how to create rubrics for this • Need PD on developing themes for project based learning

Performance Indicator 2

By November 2010, the grant teachers will collaborate to plan for at least one cross-curricular project-based learning unit that supports critical thinking and problem solving which they will share publicly and discuss at team meetings.

Barriers to Performance Indicator 2

- How can subject areas work together?
- How to measure critical thinking and problem solving?
- How can we collaborate effectively?
- How do we find time in our curriculum to do project based learning?

Ideas to Implement Performance Indicator 2

- Find time to work together
- Rubric creation for critical thinking and problem solving
- How do we collect data across curriculum and analyze it to see if the project based units are working?

Performance Indicator 3

By January 2011, a student group identified for the grant will demonstrate problem-solving ability and critical thinking by engaging in project-based learning as evidenced by the satisfactory completion of at least one project-based unit.

Barriers to Performance Indicator 3

- Identifying learning needs for the students involved
- Showing student progress through data
- Help students understand how to learn in more unstructured environments like those for PBL
- Providing enough resources for students to solve problems, do research and collect data

Ideas to Implement Performance Indicator 3

- Collect and analyze student data to identify student populations for remediation or other learning needs to prepare for PBL
- Data collection in the field with handheld, laptops, tablets, other ways to collect formative data
- Students use online learning environments to collaborate, communicate and think creatively about solutions—brainstorm, make flowcharts, etc
- Develop instructional unit for students on what PBL is, help them with big ideas, self assessments, online tools to support learning
- Resource development and distribution online, put resources online for students to prepare, don't do all this in the classroom—save classroom time for project
- Technology needed for online work and student data collection and report writing
- Simulation tools

Resources Needed	Professional Development (Learning) Needed
<ul style="list-style-type: none"> • Time • Technology for data collection for teachers and students • Collaborative environments both F2F and online • Anytime access to technology in class and in the field • Social networking • Technology for communicating and collaborating • <i>We need help knowing what we need????</i> 	<ol style="list-style-type: none"> 1. How to revise schedules to allow for PLC time 2. Collaborating online 3. Data collection 4. 21st century skills measurement 5. Rubric creation 6. Project based learning 7. Awareness of the curriculum of others for multi-disciplinary units 8. Analyzing student data for PBL work 9. Using mobile technology for data collection 10. Developing online resources 11. Train students how to use online environments to communicate and collaborate

Action Steps for Performance Indicators—Collective Action Steps			
Action Steps (<i>Project Activities</i>)	Timeline	Person(s) Responsible	Evidence of Action Step Completed (benchmarking)
<p><i>Set Priorities based on Performance Indicator timeline!</i></p> <p>This example is NOT a totally inclusive list of action steps that may be needed for this project—just samples!</p>			What data will you need to collect here to show evidence of each step?
<p>1. Grant team members will be involved in a PLC developed for implementation of the grant goals. This PLC will meet initially after school, but the team will look for ways to collaborate online and asynchronously. Principals will work with scheduling to design time for PLC.</p>	Initiated August 2010	<p>Grant Team Principal</p> <p>Coach develops the wiki</p> <p>Team uses wiki for communication and sharing.</p>	<p>PLC times are scheduled and meeting notes are kept. A wiki is developed to track the meetings, post the minutes and allow for team members to communicate.</p>
<p>2. Team meets with Ed Tech agencies for their 4 hours of inservice on the technology needs of their PBL unit so appropriate technology can be ordered and acquired. Team decides that the main focus of their technology purchase needs to be on technology to support</p> <ol style="list-style-type: none"> 1. data collection and analysis, 2. online collaboration and communication locally and globally, 3. critical thinking and problem-solving, 4. project-based learning (research, online tools, productivity) 	August 2010	Grant team schedules Ed Tech meeting	<p>Technology list is generated with direct alignment to content and pedagogy needs.</p> <p>Technology is ordered by Tech Coordinator</p>

<p>3. The PLC will plan PBL for January implementation. For example, PLC will plan a PBL unit for January. The PLC will meet on Tuesdays during 3rd period once a week; they will receive 2 PD days focused on PBL and rubric development for 21st century skills.</p>	<p>September 2010</p>	<p>Principal clears the schedules for PLC</p> <p>Team plans and implements PD</p>	<p>PD person identified and date time and location set for the PD Agenda is set and goals defined for the PD</p> <p>Team members begin to collaborate online with Wiki. PBL unit is posted on the wiki for sharing with authentic audiences, shared outside the team</p>
<p>4. PBL unit is developed by the grant team. Technology is chosen based on the needs of the PBL unit for the content area. Professional development is designed for data collection and analysis using technology tools identified by the Ed Tech with the teachers.</p>	<p>October 2010</p>	<p>Tech Coordinator involved in meeting and ordering of technology</p>	<p>PD is discussed on wiki and shared school wide. Teachers begin to collect data on other tasks in practice for PLC unit.</p>
<p>5. Students are prepared for the PBL unit by teachers beginning to discuss problem solving and critical thinking in lessons. Rubrics are introduced showing students how to measure their own progress. Teachers give feedback to students on 21st century areas of problem-solving and critical thinking. Teachers begin to integrate different technologies into existing lessons and teach students how to use them to collect data, access online resources and collaborate in online social networks. (You can see here that the other big idea will kick in here. Sometimes big ideas can merge in the action plan area!)</p>	<p>November 2010</p>	<p>Individual teachers Principals Coaches Tech coordinators check on technology infusion and support initiative</p>	<p>Teachers discuss and report progress in using rubrics to measure 21st century skills in PLC discussions. Principals and coaches check in on the progress and talk to students about it. Teachers post progress in PLC—online and F2F discussions of data collection</p>

6. Project-Based Learning Unit is implemented and shared. PLC team determines authentic local or global audience for real world display of PBL unit. (BIG IDEA GOAL is accomplished!!!)	January 2011	Individual teachers Coach Principal Tech Coordinator	Pre-post data from the 21 st century rubrics. Student achievement data Teacher reflections are gathered in the wiki and analyzed by the team. PBL unit is revised based on data for next year. Feedback from parents, students, teachers, community is collected in some online way for easy analysis. GRANT TEAM PLC analyzes this data and reports to eTech.
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